



Program Evaluation Summary

2011-2012 End-of-Year Report & Quality Indicators for 2012-2013

Title I D, Subpart 1

Wisconsin Department of Public Instruction
May 18, 2012

Evaluation Summary – End-of-Year Report and Quality Indicators
DUE: August 31, 2012

Program Evaluation Summary 2011-2012 End-of-Year Report & Quality Indicators for 2012-2013

General Instructions

Program Evaluation Summary 2011-2012 [End-of-Year Report]

1. **Reporting Year**
The reporting year to be covered is the school year beginning July 1, 2011 and ending June 30, 2012.
2. **Reporting the Number of Students**
When reporting the number of students, include only students receiving Title I, Part D, Subpart 1 funded supplemental services. Other students in the facility, not receiving services, should not be included in the numbers reported.
3. **Reporting the Type of Facilities**
Report only the type of facilities that received Title I D funding to support supplemental Title 1, Part D, Subpart 1 programs.
4. **Long-Term Students**
When reporting academic achievement results for reading and mathematics in Table VII, include only long-term students who were in placement for 90 or more consecutive days.
5. **Unduplicated Counts**
An unduplicated count is one that counts students only once, even though they may have been admitted to a facility or program multiple times within the reporting year.

NOTE: No cells should be left blank!

When an item is not applicable to your agency program, please enter NA [not applicable]. When the item is applicable, but zero is a valid response for the reporting year, enter zero.

Guidance for Data Tables

Section III – FACILITIES AND STUDENTS SERVED

Find the Facility/Program type that is operating your Title I, Part D, Subpart 1 supplemental funded programs. Indicate how many facilities have Title I, Part D, Subpart 1 funded programs. In the final column, provide an unduplicated count of students. Count a student only one time, even if they were admitted to the institution more than once during the reporting year.

Section IV – STUDENT DEMOGRAPHICS

Report demographic data on the total number of Title I, Part D, Subpart 1 served students. Report the number of unduplicated students in the categories of Race/Ethnicity, Gender, and Age. Total each category separately and make sure the total matches the number reported for all students.

NOTE: You are reporting the number of students for each specific age. Be sure to enter zero when there were no students served at a specific age.

Section V – STUDENTS WITH DISABILITIES [EEN – Exceptional Education Needs]

Report the unduplicated number of students with learning disabilities in the Title I, Part D, Subpart 1 program during the reporting period.

1. Autism

...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term *autism* does not apply if the child's educational performance is adversely affected primarily because the child has an emotion disturbance, as defined below (#5).

A child who shows the characteristics of autism after age three could be diagnosed as having autism if the criteria above are satisfied.

2. Deaf-Blindness

...means simultaneous hearing and visual impairments, the combination of which causes such severe communication, developmental, and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness

...means a hearing impairment so severe that a child is impeded in processing linguistic information, through hearing with or without amplification, which adversely affects a child's educational performance.

4. Developmental Delay

...as defined for each state, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or behavioral development. Children from birth to age three are covered under the Individuals with Disabilities Act (IDEA) Part C and children from ages three through nine are covered under IDEA Part B.

5. Emotional Disturbance

...means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

6. Hearing Impairment

...means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but is not included under the definition of "deafness".

7. Mental Retardation

...means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

NOTE: *Mental retardation* is the term found in law since the passage of the original legislation in 1975. In 2008, the American Association on Intellectual and Developmental Disabilities (AAIDD) [formerly the American Association on Mental Retardation (AAMR)] and members of the community recommended use

of the term *Intellectual Disability*. For language changes to be made in the regulations, Congress must first change it in the legislation. Until such action occurs, we provide the existing language for IDEA.

8. Multiple Disabilities

...means simultaneous impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments.

The term does not include deaf-blindness.

9. Orthopedic Impairment

...means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, disease (e.g. poliomyelitis, bone tuberculosis), and from other causes (e.g. cerebral amputations, fractures or burns that cause contractures).

10. Other Health Impairment

...means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that –

(a) is due to chronic or acute health problems such as asthma, **attention deficit disorder or attention deficit hyperactivity disorder**, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(b) adversely affects a child's educational performance.

11. Specific Learning Disability

...means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage.

12. Speech or Language Impairment

...means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

13. Traumatic Brain Injury

...means an acquired injury to the brain, caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual; motor abilities; psychosocial behavior, physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

14. Visual Impairment Including Blindness

...means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Section VI – NUMBER OF FACILITIES AND ACADEMIC OFFERINGS

Report the number of facilities and academic programs that received Title I, Part D, Subpart 1 funds that awarded at least one high school course credit, one high school diploma, an/or one GED within this reporting year.

Section VII – ACADEMIC OUTCOMES – NUMBER OF STUDENTS

Report the number of students who attained the academic outcomes listed in the Column 1 during their time in the facility/program **OR** within 30 days after exit. (1-7) Students may be counted in more than one outcome category (e.g. returned to school and earned high school credits).

Section VIII – VOCATIONAL OUTCOMES – NUMBER OF STUDENTS

Report the number of students served in Title I, Part D, Subpart 1 who attained the vocational outcome listed in Column 1 during their time in the facility **OR** within 30 days after exit. (1-3)

Section IX – READING & MATHEMATICS PERFORMANCE OF LONG-TERM STUDENTS

Complete the columns for Reading and Mathematics Academic Achievement as requested below:

- Report the number of long-term Title I, Part D, Subpart 1 served students who were in placement from July 1, 2011 to June 30, 2012 *for 90 or more consecutive days* in the first row. This number should not exceed the number of unduplicated students reported in Section III for all students.
- Report the number of students from row one that tested below grade level upon entry in row two.
- Report the number of students from row one that took the pre- and post-test examinations in row three.
- Report the total number for items 4-8. Please add these totals.
NOTE: The sum of numbers entered for 4-8 must agree with the number entered in row three.

General Instructions

Program Evaluation Summary: Quality Indicators for 2011-2012 & 2012-2013

1. Program Evaluation Summary – Quality Indicators – 2011-2012

Please complete the final results for the 2011-2012 Local Evaluation Summary – the end-of-year results section for 2011-2012 and return it with the 2012-2013 Title I, Part D, Subpart 1 application.

2. Program Evaluation Summary – Quality Indicators - 2012-2013

After the annual needs assessment has been conducted, please complete the proposed quality indicators for the 2012-2013 academic year. The two sections which need to be addressed are the Academic/Support Strategies and the Instruments to Be Utilized in measuring results or the effectiveness of the program in meeting priority goals. Please submit a copy of the 2012-2013 Quality Indicators along with the Title I, Part D, Subpart 1 application.

Please submit all materials by **August 31, 2012.**

Materials should be sent to:

Wisconsin Department of Public Instruction
Attn: Faye Bokelman
P.O. Box 7841
Madison, WI 53707